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Unit 5

Health

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5.1.1 Study: Personal Safety

Study Sheet

Health

Name: _____

Date: _____

words

Record key terms and their definitions in the table.

Word	Definition
intentional	
unintentional	
attention	
impaired	
social norm	
paraplegia	
quadriplegia	
traumatic brain injury	
post-traumatic stress disorder	
sleep deficiency	

review

Use this study sheet to keep track of the important concepts covered in this study. If you need help answering any of the questions, check with your instructor. Save these study sheets for review when preparing for quizzes and tests.

How common is death from accidents in the United States?

What are some general ways to avoid risk?

What are some causes of car crashes?

What are some reasons speeding increases risk for injury?

Explain why ATVs are dangerous for young children.



List safety precautions for driving an ATV.

List safety precautions for riding a motorcycle.

List risky swimming behaviors.



Give one example of individual behavior and one example of a social norm that reduces risk.

List examples of situations that can lead to intentional injury.



Identify a way to control risk in each of these situations.

Activity	Way to control risk
Driving a car	
Swimming	
Riding a motorcycle	

Complete the table. Identify the safety protections needed for each activity.

Activity	Protection
Drilling a hole in steel	
Operating a gas leaf blower	
Skateboarding	

Why is driving while sleep deprived such a risk?

Complete the table. Identify the long-term outcomes of these injuries.

Injury	Long-term outcome
Spinal-cord injury	
Traumatic brain injury	



5.1.3 Study: Make Decisions to Avoid Injuries

Study Sheet

Health

Name: _____

Date: _____

words

Record key terms and their definitions in the table.

Word	Definition
social exclusion	
media literacy	
risk glorification	
peer pressure	

review

Use this study sheet to keep track of the important concepts covered in this study. If you need help answering any of the questions, check with your instructor. Save these study sheets for review when preparing for quizzes and tests.

How common is death from accidental causes in the United States?

According to a study, young people are just as good as adults at _____?

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List three ways in which peers can affect one another's behavior.

What percent reduction in injuries comes from wearing a seat belt during a car crash? What percent reduction in head injuries can be achieved by wearing a bike helmet during a bike collision?



List four examples of body language to use when you are saying no.

List four activities that become riskier when you're under the influence of alcohol or drugs.



What are four reasons speeding is dangerous?

What are some things that have been found to reduce speeding behavior?

What three conclusions about risk glorification have studies of the media found?



What methods of control are exerted by society on media portrayals of risk?

What other methods are used to counter the effects of media on risk taking?



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What methods can you use to assess new health or diet information?



5.1.5 Practice: Safety and Injury Prevention

Practice Assignment

Health

Name: _____

Points possible: 40

Date: _____

Question 1

Read the following police injury report.

- Write an analysis of the report, making sure to identify each factor that probably played a role in causing the crash and the injuries.
- Describe how the injuries could have been prevented.

INJURY REPORT

At 1:15 a.m., the motor vehicle collided with a parked truck after running a red light at excessive speed. Weather conditions were clear. Two victims were taken to the emergency room by emergency services after treatment on the scene. The passenger in the vehicle, a 20-year-old female, sustained severe facial cuts and a broken forearm. The driver of the vehicle, a 19-year-old female, suffered a broken leg and broken ribs as well as a shattered wrist with severe bleeding from the arm. Neither victim had a seat belt in place at the time of first responder arrival. The stereo system in the vehicle had been on before the accident, and the sole witness to the crash recalls clearly hearing music from the vehicle as it passed. The passenger reported that she was talking to the driver, her friend, and was texting with another friend in another part of town. The officer responding found the passenger's phone in her purse, while the driver's phone was found on the floor of the vehicle after it had been used to call emergency services by the driver of the vehicle. It's possible it was the driver texting and not the passenger. The vehicle has been towed and is probably a total loss. There is significant damage to the unoccupied parked truck, and the owner has been notified. On the strength of the witness statements, the driver is being charged with speeding, distracted driving, and failure to observe traffic signals.

a.

b.

Question 2

Read the following school injury report.

- a. Write an analysis of the report, making sure to identify each factor that probably played a role in causing the collision and the injuries.
- b. Describe how the injuries could have been prevented.

INJURY REPORT

Injuries occurred outdoors on the school campus as a result of a collision between a student on a bicycle and a student on a skateboard. The students were riding at excessive speeds along a pedestrian-only sidewalk — one on the north side of the building and one on the west side. The collision occurred at the northwest corner of the building. The student on the bicycle suffered a sprained ankle and serious cuts to his head. He was transported to the emergency room for assessment of head trauma. The student on the skateboard suffered serious cuts to his left leg and scrapes to his left elbow. He was also taken to the hospital for stitches to repair his leg wounds. Neither student was wearing a helmet or other protective gear.

a.

b.

Question 3

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Think about the activities you are involved in every day. Perhaps you ride a bike or drive a car to school. Maybe you have a job in which you lift boxes and move heavy objects.

You will be using what you learned in this study to develop a personal plan for preventing or reducing the risk of injury.

Fill in the first column of the table by identifying three unique activities in your life that have a potential for injury.

Activity	Potential injuries	Ways to prevent or reduce

Question 4

List at least three injuries that could occur during each activity. If you have suffered an injury during one of these activities, describe it.

Activity	Potential injuries	Ways to prevent or reduce

Question 5

Once you have the list of activities and possible or actual injuries, describe at least four ways the injuries could be reduced or prevented. If you described an injury you had, be specific about how you will avoid that injury in the future.

Activity	Potential injuries	Ways to prevent or reduce



5.2.1 Study: Public Policy and Your Safety

Study Sheet

Health

Name: _____

Date: _____

words

Record key terms and their definitions in the table.

Word	Definition
public policy	
passenger restraint	
graduated licensing	
primary enforcement	
secondary enforcement	
consumer website	

review

Use this study sheet to keep track of the important concepts covered in this study. If you need help answering any of the questions, check with your instructor. Save these study sheets for review when preparing for quizzes and tests.

List the types of laws and rules that affect the automobile traffic system.

List the types of laws about helmet use in different states.

Motorcycle helmet laws	Bicycle helmet laws

In what ways do seat-belt laws vary among the states?

Describe the different laws that apply specifically to teens.

List the different functions of audible pedestrian signals.

What types of service information does 2-1-1 provide?



What areas of safety do government websites provide information about?

What kind of information will you find at the Consumer Product Safety Commission website?





5.2.3 Study: First Aid

Study Sheet

Health

Name: _____

Date: _____

words

Record key terms and their definitions in the table.

Word	Definition
first aid	
medical emergency	
cardiopulmonary resuscitation (CPR)	
chest compression	
shock	
bone fracture	
open fracture	
contusion	
nonsteroidal anti-inflammatory drugs (NSAIDs)	
RICE (rest, ice, compression, elevation)	
anaphylactic shock	

poison	
oxygenated blood	
submerge	
dressing	
dermis	
hypodermis	
epidermis	
Heimlich maneuver	
trauma	
cardiac arrest	
tourniquet	

review

Use this study sheet to keep track of the important concepts covered in this study. If you need help answering any of the questions, check with your instructor. Save these study sheets for review when preparing for quizzes and tests.

What is the purpose of first aid?


List the symptoms for which an injured individual should seek emergency services.

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When would it be appropriate to drive someone to the emergency room?


List the steps of adult CPR.

List the steps of child CPR.



Describe the basic steps of first aid for bleeding.


Describe the basic steps of first aid for contusions.



Describe the basic steps of first aid for fractures.

Describe the basic steps of first aid for anaphylactic shock.

Describe the basic steps of first aid for burns.



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Describe the basic steps of first aid for choking.

Describe the basic steps of first aid for shock.

Describe the basic steps of first aid for poisoning.





5.2.5 Checkup: Practicing First Aid

Checkup

Health

Name: _____

Date: _____

Question 1

For each situation, describe the appropriate first-aid response.

1. A young boy has a bleeding leg after falling off his bike. Describe what steps you should take while waiting for emergency services to arrive.
2. You slip on a patch of ice and land on your elbow. The skin is not broken, but a bruise is forming. Describe the methods you can use to treat it immediately.
3. You and a friend are walking home from school when she steps off a curb and twists her ankle. She is not bleeding, but is worried that it is fractured. Explain what you can do until she gets medical assistance.

1.

2.

3.

Question 2

a. Research and locate two possible sources for first aid and/or CPR training and list the services available.

1.

2.

b. Demonstrate your CPR skills by completing one of the following activities or by completing an activity which has been approved by your teacher:

1. Take a CPR course through one of the sources you identified. Provide a copy of your CPR certification to your teacher.
2. Demonstrate your CPR skills to a local teacher who is certified in CPR.

Question 3

You encounter a man injured from a motorcycle accident. List the steps and describe the actions you take.

Question 4

While walking home from school you see a six year old fall off his scooter. List the steps and describe the actions you take compared to if it was an adult.



5.3.1 Journal: Personal Susceptibility to Injury

Journal

Health

Name: _____

Points possible: 10

Date: _____

1. What activities, if any, do you engage in that could lead to injury or death? (3 points)

2. What can you do to help prevent injury from occurring when you engage in these activities? (4 points)

3. What are some safer alternatives to these activities? (3 points)



5.3.2 Study: Weather and Natural Disaster Safety

Study Sheet

Health

Name: _____

Date: _____

words

Record key terms and their definitions in the table.

Word	Definition
natural disaster	
flash flood	
evacuation plan	
tsunami	
landslide	
heat index	
emergency preparedness	
tornado	
hurricane	
blizzard	
sinkhole	
avalanche	

drought	
heat wave	
wildfire	
earthquake	
volcanic eruption	

review

Use this study sheet to keep track of the important concepts covered in this study. If you need help answering any of the questions, check with your instructor. Save these study sheets for review when preparing for quizzes and tests.

Thunderstorms

When is a thunderstorm considered "severe"?

List three ways to stay safe during a thunderstorm.

Floods

The table lists five ways to stay safe during a flood. Provide a description for each.

Safety precaution	Description
Move furniture.	
Prepare to leave.	
Turn off utilities.	
Travel carefully.	
Use bottled water.	

Tornadoes and Hurricanes

In the table, describe how to stay safe during a tornado or hurricane.

Tornado	Hurricane

Fill in the missing data about hurricanes.

Category 1

Wind speed:

Wave height:

Category 5

Wind speed:

Wave height:

Tsunamis

How does the sea floor's topography affect the size of a tsunami when it reaches land?

What type of area has the greatest risk of being damaged by a tsunami?

List five ways to stay safe during a tsunami.

Blizzards

What is the difference between a severe winter storm and a blizzard?

What things should go in your emergency-supply kit for a blizzard?

Sinkholes and Mudslides

Fill in the table with the missing information.

Question	Sinkhole	Mudslide
What causes it?		
Where does it occur?		

What are three signs of a potential sinkhole?

Assume you live in an area that is prone to mudslides. Describe what you should do during a storm to be safe from a mudslide.

Avalanches

Fill in the blanks.

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Most avalanches occur in the months between _____ and _____, and in the 24 hours after a winter storm dumps _____ inches or more of _____.

This table lists six ways to stay safe during an avalanche. Provide a description for each one.

Safety precaution	Description
Consult local authorities.	
Carry a survival pack.	
Know the area.	
Get off the slab.	
Swim.	
Create an air pocket.	

Drought

In the table, list three ways to conserve water, both indoors and outdoors.

	Ways to conserve water
Indoors	
Outdoors	

Heat waves

List three ways to be safe during a heat wave.

What are three health problems that can occur during a heat wave?

Wildfires

Fill out the table by listing three ways you can stay safe before, during, and after a wildfire.

Before a wildfire	During a wildfire	After a wildfire


Earthquakes

Fill in the blanks.

A common way of measuring earthquakes is with the _____ scale. This base-10 logarithmic scale ranges from _____ to _____.


Complete the following phrases about earthquake safety.

If an earthquake hits and you're indoors, you should:



If an earthquake hits and you're in bed, you should:

If an earthquake hits and you're outdoors, you should:




If an earthquake hits and you're in a car, you should:

After the earthquake ends, you should:

Volcanic Eruptions

Describe what you should do if an evacuation order is issued because of a volcanic eruption.



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Describe what you should do if you are unable to evacuate during a volcanic eruption.

Community Resources and Emergency Preparedness

Where would you go to find information about your community's resources in case of a natural disaster?

List four federal agencies that help people deal with natural disasters and emergencies.

How should a family prepare when they have a meeting to discuss emergency preparedness?



5.3.4 Project: Disaster Preparedness

Project

Health

Name: _____

Points possible: 75

Date: _____

Your Assignment, Part I

You and your friends are part of a disaster preparedness group in your community. You want to make sure that families in your community are prepared for natural disasters. This means that your city, town, or neighborhood should have a comprehensive emergency preparedness plan that families can use when preparing their own plans. This plan may be part of a region-wide plan. The same goes for your school. The school should have its own plan that families can study. Your goal is to make sure your community and school provide the best information to families for preparing for a natural disaster.

First, research your community's and school's disaster preparedness plans.

1. Describe your community's disaster preparedness plan.

2. Describe your school's disaster preparedness plan.

Now go online to a government website that specializes in emergency preparedness for natural disasters. These sites include the Federal Emergency Management Agency (FEMA) , The Centers for Disease Control and Prevention (CDC) , The National Oceanic and Atmospheric Administration (NOAA) , and National Weather Service (NWS) . Find out what they recommend families do to prepare for a disaster.

3. Which site did you go to? What does it recommend families do to prepare for a natural disaster?

Your Assignment, Part II

You have researched what your community and school do to prepare for natural disasters, and you have found out what the government recommends for a family emergency preparedness plan. The next step is to prepare an emergency plan for your own family.

Select one natural disaster that occurs in your area.

List the items that will be required in your family emergency preparedness plan for this disaster.

What information from your community's disaster plan can be included in your own emergency preparedness plan?

Which parts of your family plan require you to talk to other members of the family? Discuss those areas with your family and record the information here.

Your Assignment, Part III

You should now be more aware of what your community can do to help families prepare for a natural disaster. Go back to your community's website and look at the information it provides on the natural disasters in your area. Read the information thoroughly. Are some parts better than others? How could the community do a better job preparing its citizens?

Select a natural disaster that you think needs better information on disaster preparedness. Which natural disaster did you select?

Describe how your community could better prepare its citizens for that natural disaster. List three specific items it can improve.

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- 1.
- 2.
- 3.

Next, you will prepare a campaign to promote disaster preparedness in your community for the natural disaster you chose. Your campaign should target families.

Fill in the table below. First, identify your natural disaster. Then answer the questions about how to respond during that kind of disaster

Natural disaster you are focusing on:	
What do families need to know in order to prepare for this natural disaster?	
How will you inform families about how to prepare for this disaster? (Examples: posters, flyers, educational programs)	
How will you inform your community about ways to improve its disaster preparedness plans for the natural disaster you chose?	

Tips for Success

Here are some tips to keep in mind as you complete your assignment.

- Read over the material in the Weather and Natural Disaster Safety study before answering the questions.
- Go to each of the government websites listed in the study to find information.
- Consider whether you will need to work with others as part of a team to complete your project.

Self-Assessment Checklist

Read each question and evaluate your work. If the answer to the question is yes, check the box to the left. If the answer is no, go back and revise your work. Your teacher will use these same guiding questions to score your assignment.

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Quality of Ideas (40 points)

	Did I demonstrate an understanding of the assignment by
	Writing all the appropriate responses (10 points)
	Researching information on the topic to provide thorough answers (10 points)
	Including enough information that allows the audience to fully understand the disaster and how to prepare for it (10 points)
	Typing the information correctly (10 points)

Use of Study Material (35 points)

	Did I
	Use the appropriate content from the unit studies (10 points)
	Display knowledge of disasters and how to prepare for them (10 points)
	Provide thoughtful and thorough answers to the questions asked (15 points)